



**State of Texas Assessments of Academic Readiness (STAAR™)
Performance Level Descriptors
Grade 4 Reading**

Performance Level Descriptors

When reading texts of increasing complexity,* students achieving Level III: Advanced Academic Performance can

- Analyze expository text by utilizing multiple text features and organizational patterns to understand the content
- Analyze literary texts by recognizing how one event influences later events in the plot
- Make complex inferences within and between literary and expository texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Level II: Satisfactory Academic Performance can

- Determine the meaning of unfamiliar, multiple-meaning, and grade-level academic English words using context and roots and affixes
- Recognize how the author's use of sensory and figurative language creates images and affects meaning
- Analyze a variety of literary texts by identifying the theme or message, determining the order and importance of the plot's main events, describing the interaction of characters, and recognizing how structural elements affect meaning
- Demonstrate an understanding of expository texts by identifying the author's purpose, summarizing the text to maintain meaning, recognizing how organizational patterns create explicit and implicit relationships among ideas, and using multiple text features to locate information and gain an overview of the content
- Recognize the logical connections and thematic links between texts representing similar or different genres
- Make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Level I: Unsatisfactory Academic Performance can

- Determine the meaning of unfamiliar words using explicit context
- Demonstrate a literal understanding of literary and expository texts
- Make plausible inferences about literary and expository texts

* Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structures may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas.